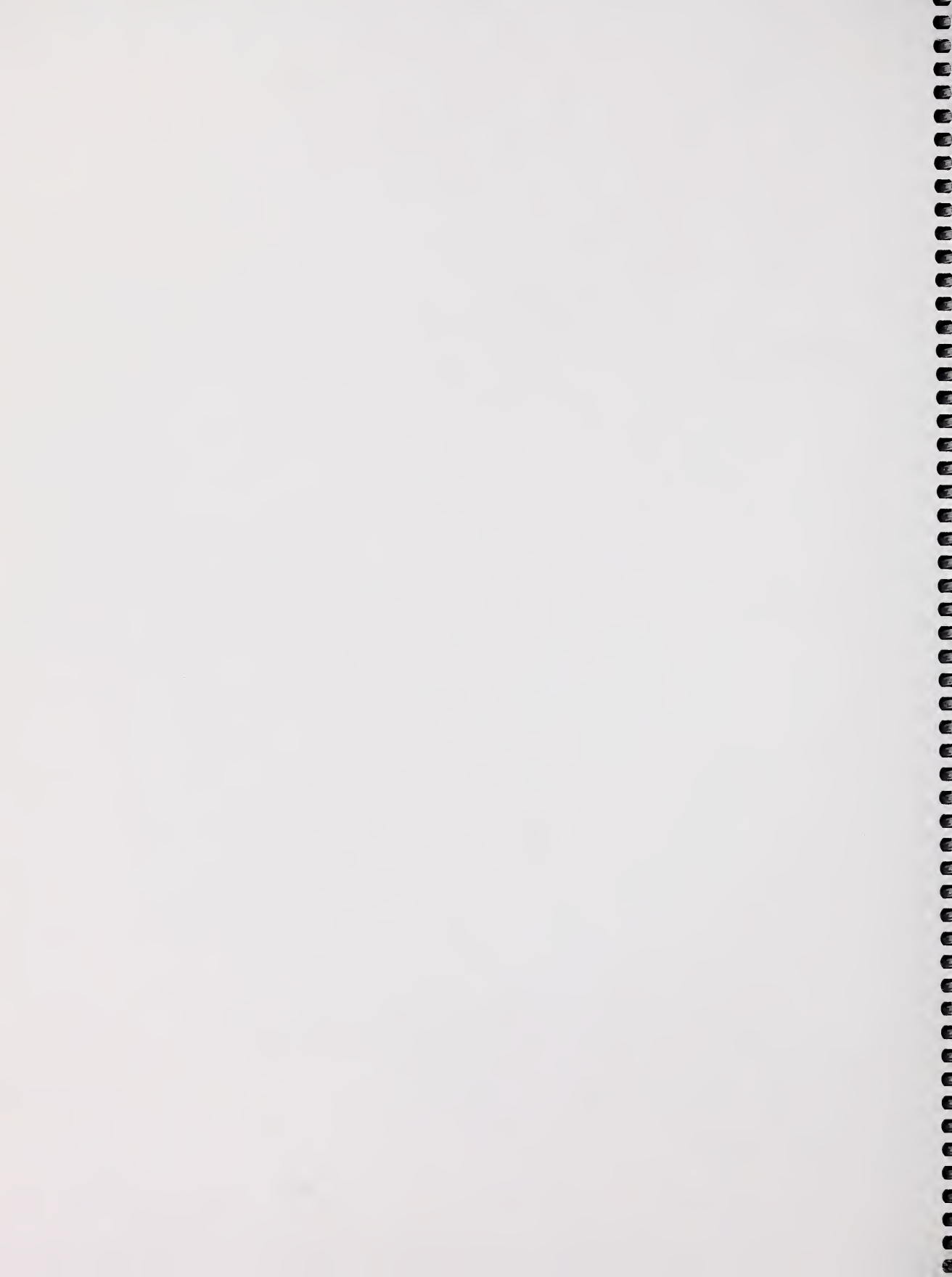


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ENGLISH 10

TEACHER MANUAL





ENGLISH 10

TEACHER MANUAL

CLASSROOM
ASSESSMENT
MATERIALS

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The Classroom Assessment Materials

Background

The Classroom Assessment Materials Project (CAMP) was launched in 1994 in response to Alberta Education's goal of establishing and effectively communicating clear learning outcomes and high standards for each area of learning. As well, the project is a response to teachers' ongoing requests for high-quality assessment materials to use in their classrooms. CAMP also addresses the need for a common understanding of provincial standards that is frequently expressed by parents, teachers, school administrators, and other public spokespeople.

Although Alberta teachers and Alberta Education developed the Classroom Assessment Materials for teachers to use in Alberta's schools, educators from other provinces and countries have indicated that these materials have considerable potential for their jurisdictions.

Development

Alberta Education staff have worked closely with teachers from all over Alberta to design and develop the Classroom Assessment materials. A project advisory committee with representation from key education organizations, including the Alberta Teachers' Association, provided essential advice and direction for the overall shape and philosophy of the project. Teachers have contributed in numerous and invaluable ways. They have:

- selected resource material and data bases
- developed questions and activities
- validated materials
- offered their time and classrooms for field testing and pilot testing
- provided advice about administration and manageability
- served on revision committees
- provided advice regarding the articulation of expectations from grade to grade/course to course and across subjects
- written and revised scoring criteria
- selected examples of students' work and written commentaries about them
- confirmed that the standards represented and expressed in the final materials are appropriately demanding, faithful to *Program of Studies* expectations, and clearly expressed or illustrated.

Without the dedication and professionalism of Alberta teachers, this project would not have happened.

Purpose of the Classroom Assessment Materials

The Classroom Assessment Materials are summative assessment packages. They are designed to be used by classroom teachers to assess students' achievement of the learning outcomes specified in the *Program of Studies* relative to clearly stated standards.

The assessment activities in the CAMP materials are designed to be administered in a classroom setting at times that suit the needs of the teacher and her or his students. The materials are not suitable for any other assessment purpose (e.g., diagnostic assessment, pre-instruction assessment, evaluation of instructional practice, system-wide assessment, program evaluation, teacher evaluation), and therefore they may not be used for any purpose imposed by any authority external to the classroom.

Contents of Each Set of Classroom Assessment Materials

Each set of Classroom Materials contains three “documents”:

- a *Teacher Manual* with complete information about the assessment activities, their relation to the *Program of Studies*, the weighting of assessment components, statements of standards, and administration instructions including scoring criteria and details for calculating students’ marks
- complete *Student Materials*—all of the information, tests, and booklets that students will need for each component
- *Examples of Students’ Responses* that show actual student work in relationship to the scoring criteria, along with explanatory commentary

For each grade, subject, and/or course, there are several assessment components that work together to provide teachers and parents with a broadly based portrait of a student’s achievement of the expectations for students learning at the end of that grade/course.

Each set of assessment materials includes a variety of activities—selected-response questions, short written-answer questions, extended writing activities, performance tasks such as lab experiments, problem-solving activities, and oral presentations. All activities are designed to interest students and to be of direct and practical use for teachers. All are directly related to learning outcomes from the *Program of Studies*.

Effective Use of the Classroom Assessment Materials

Teachers may use the Classroom Assessment Materials whenever they want to find out about a student’s performance in relation to set standards for the end of that grade/subject/course. The materials were developed with the following questions in mind:

- What knowledge, skills, and attitudes should a student have firmly in place before he or she moves to the next grade or course?
- How well should students completing the learning outcomes for a particular grade/subject/course do what is expected of them?
- What does acceptable work for a grade/subject/course look like?
- What does excellent work for a grade/subject/course look like?

Teachers may administer the components in whatever order suits their classroom assessment needs; however, the components are designed to be used together. Only the complete set of assessment activities will provide a portrait of how well a student has met the standards for that grade/subject/course. Teachers may photocopy the materials as their needs require.

Acknowledgements

This project has come to be because of the remarkable cooperation of school jurisdictions, hundreds of teachers and principals, and thousands of students. From everyone on the project teams—thank you.

The project teams also wish to thank the following organizations without whose consultation and advice the project would not have progressed:

Alberta Teachers' Association
Alberta School Boards' Association
College of Alberta School Superintendents
Alberta Assessment Consortium
Universities Coordinating Council
Association canadienne-française de l'Alberta
Public Colleges and Technical Institutes of Alberta

The Alberta Education CAMP team members from the *Curriculum Standards Branch*, *Alberta Distance Learning Centre*, *Language Services Branch*, and the *Student Evaluation Branch*.

CAMP Project Leaders

Frank Horvath and Elana Scraba

CAMP Subject Coordinators

English Language Arts	Elana Scraba
Mathematics	Hugh Sanders
Science	Greg Hall, Greg Thomas, Bernie Galbraith
Social Studies	Doug Burns

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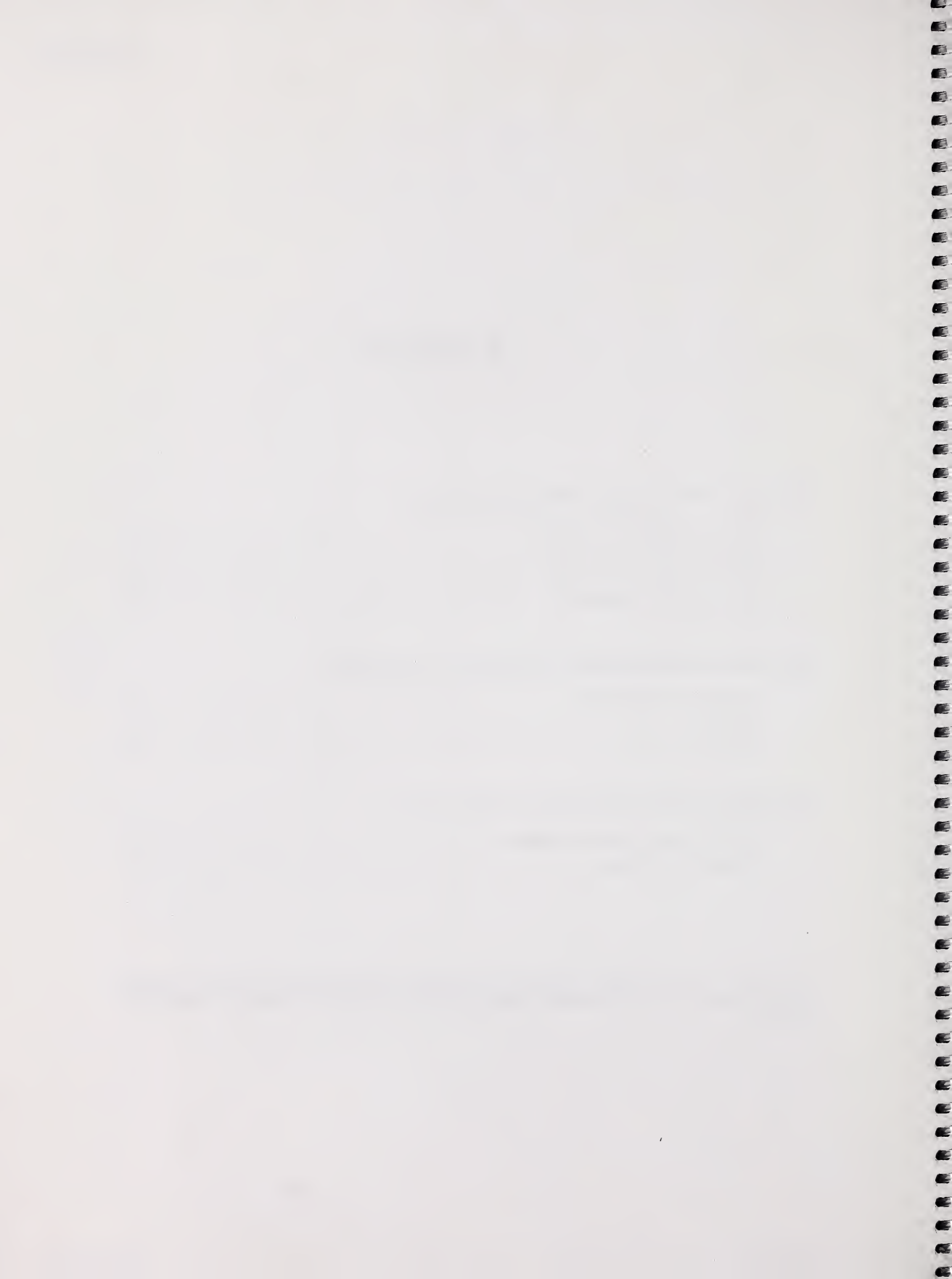
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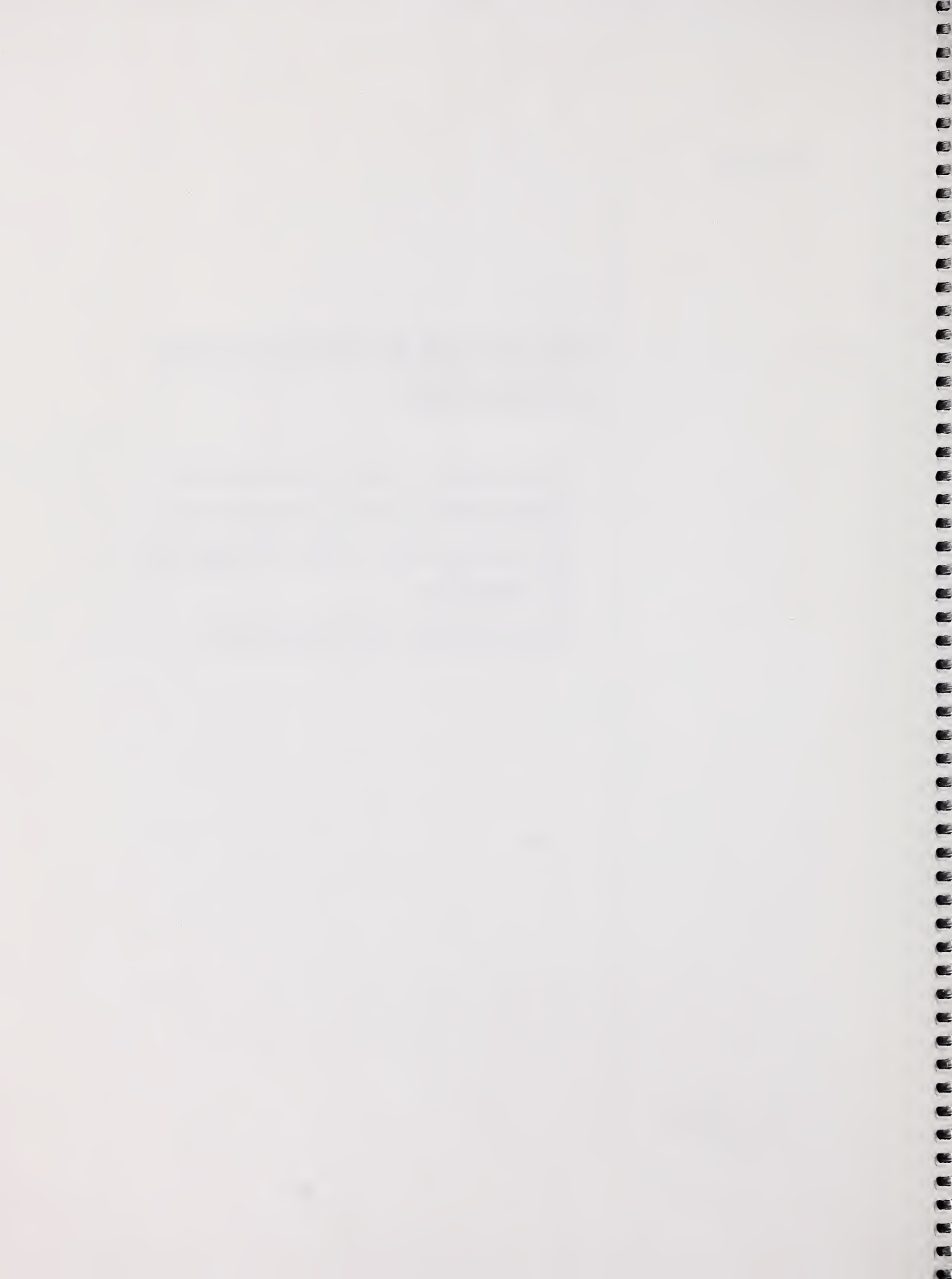
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In addition to this *Teacher Manual*, The English 10 Classroom Materials include a complete set of *Student Materials*, and *Examples of Students' Responses* in separate booklets.



The English 10 Classroom Assessment

- ***Overview of the Assessment***
- ***Blueprint of the Assessment***
- ***Relationship to the Program of Studies***
- ***Description of Standards***



Overview of the Assessment

Components	Format	Time
Collaboration and Oral Assessment	<i>Readers Theatre</i>	180 minutes
Reading Assessment	Reading Selections and Questions	120 minutes
Writing Assessment	Reflective Writing	80 minutes

Components of the Assessment

- Collaboration and Oral Assessment - Students watch a film and collaboratively prepare a Readers Theatre presentation based on film and on literature.
- Reading - Students read source materials from fiction, non-fiction, poetry, and student-generated writing and answer sets of selected-response and written-response questions.
- Writing - Students read a story and cartoon, and produce a first-draft writing about a personal experience.

The three components are designed to be used together. Taken together, the components will give information about students' achievement of standards set for end of English 10.

You may administer the components in whatever order is convenient for you; however, only the complete set will give you an overall picture of how well a student has met the standards for English 10.

The Blueprint on page 5 will give you an overview of the three components.

Connection to the Program of Studies

The Blueprint connects the assessment to the learning outcomes in the *Senior High School Language Arts Curriculum Guide* (1982).

No cross reference has been made to the *Common Curriculum Framework for English Language Arts, K-12, Western Canadian Protocol for Collaboration in Basic Education* (1996), because the outcomes for Grades 10, 11, and 12 are still in draft form at the time of this printing.

Standards

End-of-course standards for English 10 are described at both the Acceptable Standard and Standard of Excellence beginning on page 10. Classroom teachers have been highly involved in establishing these standards, which are a composite based on the requirements of the *Program of Studies*, and the descriptors in the scoring criteria for this end-of-course assessment.

Purpose

The purpose of this assessment package is to help you determine the extent to which your students have met the standards for English 10. These assessments will **not** help you to identify strengths and weaknesses in your students' abilities, nor will they give you specific direction for instruction.

Standards for this assessment package have been set on student's **independent** work at the end of English 10. Your role during the administration of the assessment task is not to teach but to assess student's independent work.

Scoring in Relationship to the Year's Work

The Classroom Assessment Materials package is designed as a summative assessment that confirms or denies judgments you have made based on earlier student work. Marking is designed to be holistic, using specific criteria that represent embedded standards. Weighting (see detailed Blueprint, page 5) reflects what teachers have indicated would be the most appropriate given the English 10 requirements, and the evaluation typically done throughout the term (i.e., assignments related to literature studied).

Use of the Scoring Criteria

Be sure to teach your students about the scoring criteria that will be used for this final assessment. Learning what the language of the criteria means in relation to their own work throughout the term will help your students to be more conscious thinkers and learners. Such knowledge and understanding will help them to be more constructively self-critical and therefore more able to improve their work.

Student Self-Assessment

Student self-assessment, an integral part of this assessment package, enables students to be active participants in assessment and evaluation, and to become aware of their own progress. The development of the critical skills that allow for productive self-assessment is important to all learning.

English 10

Blueprint of the Assessment

Component	<i>Collaboration and Oral Assessment</i>	<i>Reading Assessment</i>	<i>Writing Assessment</i>
Student Task	Students will work in a group to prepare a presentation for the class. Source materials include a video and a story.	Students read four selections from approved English 10 resources and student-generated writing, and answer selected-response and written-response questions.	Students read a short story excerpt and two cartoons, answer questions, and write about a time when they had difficulty communicating their ideas and feelings.
Language Arts Strands Assessed	Collaboration and communication skills, viewing (film) skills, and oral presentation skills assessed.	Literature comprehension and written expression assessed.	Writing assessed.
Other Strands Used	Listening, writing, reading	Reading of literature and writing	Reading of literature
Program of Studies* Concepts	W1, W2, W3 R6, R9, R10, R12, V19, L21, L22, S25, S26, S27	W1, W2, W3, W4, R6, R7, R9, R10, R11, R12, R13, R15	W1, W2, W3, W4, R6, R7, R8, R9 R10, R12
Distribution of Marks	Teachers marks Collaboration 10 Content 10 Presentation 10 Student Collaboration 2.5 Presentation 2.5 Total = 35	Selected Response 50 Constructed Response Scored for: Thought and Detail 20 Writing Skills 5 Total = 75	Writing scored for Thoughtfulness 10 Effectiveness 10 Correctness 10 Self-Reflection 2 Total = 32
Time Required	180 minutes	120 minutes	80 minutes
Weighting**	35%	35%	30%

* See pages 12–32 in the *Senior High School Language Arts Curriculum Guide* (1982). The numbers listed are the number of learning outcomes on those pages (W = Writing, R = Reading, V = Viewing, L = Listening, S = Speaking). Pages 4 to 7 list the specific outcomes enumerated above.

** The weighting is based on the understanding that your day-to-day assessment of the student will have assessed the outcomes from the *Program of Studies*.

Relationship to the Program of Studies

How does this assessment fit the Program of Studies?

The assessment evaluates how well students have met the learning outcomes in the strands of reading (R), writing (W), viewing (V), speaking (S), and listening (L) from the Statement of Content in the *Senior High School Language Arts Curriculum Guide, 1982* (see pages 12 to 32). Each statement is linked to one or more Assessment Components.

What learning outcomes are students expected to demonstrate at the end of English 10?

<i>Strands</i>	<i>Learning Outcomes</i>	<i>Program of Studies Concepts</i>	<i>Assessment Component</i>
Writing	<i>Students</i>		
	<ul style="list-style-type: none"> recognize the value of drawing upon personal and vicarious experience in producing an individual approach to a composition 	W 1	All Components
	<ul style="list-style-type: none"> use brainstorming, group or class discussion, exploratory writing, personal experience, and incidental reading to generate ideas for writing 	W 1	All Components
	<ul style="list-style-type: none"> choose a method of development suitable for a particular purpose and audience 	W 2	All Components
	<ul style="list-style-type: none"> demonstrate awareness of the importance of developing ideas rather than simply stating them 	W 2	All Components
	<ul style="list-style-type: none"> proofread for errors in grammar, usage, punctuation, and spelling 	W 3	Reading; Writing

Continued

English 10
Continued

Strands	Learning Outcomes	Program of Studies Concepts	Assessment Component
Writing	<i>Students</i>	W 3	Reading; Writing
	<ul style="list-style-type: none"> • identify and improve the expression of ideas not adequately developed, and eliminate extraneous material 	W 3	All Components
	<ul style="list-style-type: none"> • revise, where appropriate, their word choice and sentence structure • use personal or exploratory writing, such as personal reactions, to express and clarify their thoughts and feelings 	W 4	Reading; Writing
Reading	<ul style="list-style-type: none"> • understand that the study of literature involves initial reading of the material; personal response; sufficient thoughtful consideration to assure understanding, possible sharing of one's response with others, orally or in writing; and where appropriate, a personal, social, or critical evaluation 	R 6	All Components
	<ul style="list-style-type: none"> • respond to the material that they read with increasing sensitivity, thoughtfulness, articulation, and self-reliance 	R 6	All Components
	<ul style="list-style-type: none"> • understand that reading literature can increase enjoyment, knowledge, and appreciation of literature; develop understanding of themselves and others; and broaden their knowledge of their cultural heritage 	R 7	Reading; Writing

Continued

English 10
Continued

Strands	Learning Outcomes	Program of Studies Concepts	Assessment Component
Reading	<i>Students</i>		
	• expand experience vicariously	R 9	All Components
	• relate literary experience to personal experience	R 9	All Components
	• recognize the point of view in literary selections that they read	R 10	Reading
	• understand the basic concept of poetic form	R 11	Reading
	• recognize some stylistic devices used in literature such as imagery	R 11	Reading
	• infer the motive for a character's behaviour and judge the plausibility of the character change	R 12	All Components
	• consider the temporal and physical setting in interpreting the action of a narrative	R 13	Reading
Viewing	• discuss emotions, facts, and opinions expressed visually	V 19	Collaboration/Oral
Listening	• recognize that effective listening is an active process requiring interpretive and critical thinking	L 21	Collaboration/Oral
	• observe the courtesies of a good listener	L 21	Collaboration/Oral
	• be sensitive to both verbal and non-verbal indicators of speaker's intent or attitude, such as inflection and gestures	L 22	Collaboration/Oral

Continued

English 10
Continued

<i>Strands</i>	<i>Learning Outcomes</i>	<i>Program of Studies Concepts</i>	<i>Assessment Component</i>
<i>Speaking</i>	<ul style="list-style-type: none"> • use effective voice production factors such as volume and stress, and non-verbal factors such as gestures and eye contact, to communicate meaning, mood, and interest 	S 25	Collaboration/Oral
	<ul style="list-style-type: none"> • make a positive contribution to a small group discussion by contributing to the advancement of the ideas and thinking of the group, and by observing the courtesies of group discussion 	S 26	Collaboration/Oral
	<ul style="list-style-type: none"> • develop competence in presenting information orally 	S 27	Collaboration/Oral

Description of Standards for English 10 Reading

Reading Feature	Standard	
	Acceptable	Excellence*
Complexity of Text	<i>Students</i> <ul style="list-style-type: none"> • read various levels of complex texts 	<i>Students</i> <ul style="list-style-type: none"> • read a variety of complex texts and some sophisticated texts
Responding to Text	<ul style="list-style-type: none"> • integrate strategies by responding to <ul style="list-style-type: none"> - conventional language, figurative and connotative language - specific details - direct symbolic language - writer's purpose 	<ul style="list-style-type: none"> • integrate strategies by responding to <ul style="list-style-type: none"> - connotative, figurative, and sometimes abstract language - subtle details - complex symbols
Understanding Meaning	<ul style="list-style-type: none"> • interpret some literal and some figurative meaning from complex texts/questions • infer basic meaning and relationships 	<ul style="list-style-type: none"> • interpret implied and relatively subtle ideas from complex texts • interpret general meaning from some sophisticated texts/questions • infer and interpret complex meaning and relationships
Application of Knowledge/Skill	<ul style="list-style-type: none"> • evaluate, interpret, and make informed and adequately supported judgements about content, tone, and structure • demonstrate personal understanding of source materials 	<ul style="list-style-type: none"> • evaluate, interpret, and make thoughtful, well-supported judgements about the writer's purpose, tone, content, structure, and audience • explore and integrate a thoughtful and/or abstract understanding of source materials

*Students at the Standard of Excellence are meeting all the outcomes listed at the Acceptable Standard in addition to those listed for the Standard of Excellence.

Description of Standards for English 10 Writing

Writing Feature	Standard	
	Acceptable	Excellence*
Complexity of Task and Response	<i>Students</i> <ul style="list-style-type: none"> • demonstrate general understanding of a straightforward task based on characters and/or conflict • provide straightforward responses that are clearly connected to the task 	<i>Students</i> <ul style="list-style-type: none"> • demonstrate a thoughtful understanding of a straightforward task based on character and/or conflict • provide well-considered and/or imaginative responses that are clearly connected to the more subtle possibilities of the task
Thought and Detail	<ul style="list-style-type: none"> • produce straightforward ideas that show basic understanding • use appropriate supporting details that develop general ideas. 	<ul style="list-style-type: none"> • develop well-considered ideas that show perceptive understanding • use supporting details that clarify ideas
Effectiveness, Organization, and Choices	<ul style="list-style-type: none"> • organize in a direct manner • use general, straightforward words • show clear, sincere voice • show general awareness of the reader audience • provide a functional conclusion 	<ul style="list-style-type: none"> • organize in a well-controlled manner • use precisely chosen words • project a sincere and appropriate voice • elicit and maintain reader's interest • provide a conclusion that is a resolution
Writing Skills	<ul style="list-style-type: none"> • make functional use of clear, straightforward words and sentences • demonstrate general control of mechanics, punctuation, grammar, and word usage (including generally correct use of commas, apostrophes, prepositions, subordination and coordination) 	<ul style="list-style-type: none"> • make skillful use of purposeful words and sentences • demonstrate a confident control of mechanics, punctuation, grammar, and word usage (including consistently correct use of commas, apostrophes, prepositions, subordination and coordination)

*Students at the Standard of Excellence are meeting all the outcomes listed at the Acceptable Standard in addition to those listed for the Standard of Excellence.

Description of Standards for English 10 Collaboration and Oral

Oral Feature	Standard	
	Acceptable	Excellence*
Complexity of Task and Response	<i>Students</i> <ul style="list-style-type: none"> select basic details from chosen story make appropriate use of stereotypes to convey character and meaning make functional use of parody to parallel the original story 	<i>Students</i> <ul style="list-style-type: none"> select essential elements from chosen story make effective use of stereotypes to develop insightful characterization and meaning make purposeful and often imaginative use of parody and satire to create a memorable effect
Content of Presentation	<ul style="list-style-type: none"> reveal a conventional understanding of source materials use adequate details to support/illustrate relevant ideas 	<ul style="list-style-type: none"> reveal a comprehensive understanding of source materials select specific, carefully chosen details to enhance ideas imaginatively
Viewing	<ul style="list-style-type: none"> recognize humour and stereotyping in visual images 	<ul style="list-style-type: none"> recognize humour, stereotyping, tone, and satire in visual images
Collaboration	<ul style="list-style-type: none"> are cooperative, contributing participants who listen closely, respect the ideas of others, and help the group to make choices assume supportive roles, following purposefully but rarely leading 	<ul style="list-style-type: none"> are effective, responsible participants who initiate action and become absorbed in the task listen carefully, contribute constructively, and use the ideas of others assume significant roles in organizing, encouraging others, and clarifying ideas
Presentation	<ul style="list-style-type: none"> demonstrate an adequate preparation for the presentation speak clearly using eye contact, gestures, and pace generally involve the audience through a functional use of ideas, details and/or visuals conclude clearly 	<ul style="list-style-type: none"> demonstrate a thorough preparation for the presentation speak with variation in voice, tone, and pitch choose words purposefully successfully involve the audience through an imaginative use of ideas, details, and/or visuals conclude effectively

*Students at the Standard of Excellence are meeting all the outcomes listed at the Acceptable Standard in addition to those listed for the Standard of Excellence.

Administering and Scoring the Assessment Components

- ***Collaboration and
Oral Assessment***
- ***Reading Assessment***
- ***Writing Assessment***

Collaboration and Oral Assessment

Collaboration and Oral Assessment

The Collaboration and Oral Assessment component is designed to evaluate students' ability to work collaboratively to produce an oral group presentation. In addition, this component also assesses students' viewing, listening, and speaking skills.

Benefits of Collaboration and Oral Assessment

This component incorporates student's reading, writing, viewing, speaking and listening skills in a way that prepares the student to successfully meet post-secondary and work place demands.

Benefits to students include development of

- transferable persuasive, organizational, and collaborative skills
- confidence and creativity
- sensitivity to a variety of audiences
- self-expression and style
- pleasure from learning

Benefits to teachers include practical opportunities to increase student's

- writing and thinking skills
- sense of purpose for the role of writing
- motivation and engagement
- awareness that organization is essential
- reinforcement of positive attitudes

Benefits to the community include young adults who have increased

- collaborative and communicative skills
- ability to focus on a task
- confidence and awareness of their leadership potential
- self-motivation and purpose
- willingness to pursue long term goals
- ability to address a variety of tasks efficiently and effectively

Instructional/ Assessment Links

Your students should have had considerable practice throughout the course in

- viewing activities
- readers theatre
- collaboration activities
- presentation activities
- self-evaluation
- understanding scoring criteria

Time Required

This assessment will require no more than three 60-minute periods. This length of time is based on the experience and advice of the English 10 teachers who pilot-tested these materials.

Evaluating the Assessment

Both you and the student will evaluate the student's achievement during this assessment. You will evaluate the content of the presentation, group skills, and the presentation skills. The student will complete a self-evaluation of group skills and presentation skills. Be sure to familiarize your students with the scoring criteria that will be used for this final assessment.

Necessary Materials

The students will need the *Collaboration and Oral Assessment Student Booklet*. You will need a copy of the video *The Tender Tale of Cinderella Penguin* available with the package, the scoring criteria (pages 20 to 22), and the evaluation form (page 24).

You will need a video camera and a student or group of students who can operate the camera for you. The English 10 teachers who pilot-tested the materials strongly suggested that you videotape all presentations in case you desire to review them at your leisure.

Administering this Assessment

You should use the following guidelines to administer this assessment.

- Place students into groups of four. Keep in mind that this is a final exam and students should be grouped so that their best individual efforts will be possible. You may wish to distribute copies of *Characteristics and Responsibilities of a Good Group Member*, found on page 19 of this manual.
- Read the first page of information in the *Student Booklet* with the students.
- Have the students read the story of *Cinderella* in their groups.
- Show the film *The Tender Tale of Cinderella Penguin* (National Film Board of Canada). Allow time for students to answer the questions individually, and then to discuss the answers in their groups.
- Give each group a copy of the *Synopses of Selected Children's Stories* booklet. A set of the stories are included in the materials. Have enough copies ready so each group has a copy. You may choose to include additional stories.
- Direct groups to read carefully the sections *The Assignment*, and *Step-By-Step Preparation* form on pages 4 and 5 in the *Student Booklet*.
- Review the *Presentation Suggestions for Readers Theatre* found on page 6 of the *Student Booklet*.
- Direct groups to the *Scripting Chart* on page 7 in the *Student Booklet*.
- Review with students the *Checklist for Script and Presentation Success*, which appears in the *Student Booklet* on page 8.
- Remind students that each group's presentation should take no longer than **five minutes** and that it must be presented directly to the class, not on videotape.
- Arrange to videotape the presentations, so that you may have more than one opportunity to view each presentation.

Evaluate each individual student's collaborative skills using the *Teacher Evaluation of Individual Presentation* form on page 24 of this manual, and the detailed descriptors in the *Scoring Criteria for Collaboration* on page 20 of this manual.

- Guide students through the criteria used on the *Student Self-Evaluation* form, which appears on page 9 of their booklets.
- Allow an appropriate space for the presentations.
- Ask each student to complete the *Student Self-Evaluation* form on page 9 in the *Student Booklet*, and to hand in the *Student Booklet*.

Marking the Assessment

- To mark this assessment, you will need the Student Booklets and the *Scoring Criteria for Collaboration and Oral Assessment* on pages 20 to 22 of this manual.
- Assess the Collaboration section for each student as the groups are working and preparing for the presentations.
- Assess the Content and Presentation sections as the students make their presentations.

Weighting of Scores

The following table demonstrates the weighting of scores for this component.

	Student Evaluation	Teacher Evaluation
Collaboration	<i>2.5 marks</i>	<i>10 marks</i>
Content of Presentation		<i>10 marks</i>
Presentation	<i>2.5 marks</i>	<i>10 marks</i>
Total	<i>5 marks</i>	<i>30 marks</i>

This component is worth 35% of the total score of the English 10 assessment.

Characteristics and Responsibilities of a Good Group Member

Be a Good Listener

- Pay close attention to the discussion
- Take notes on important ideas
- Ask to clarify points you do not understand

Be a Good Speaker

- Present ideas in an orderly fashion
- Speak loudly and clearly enough for others to understand
- Practice and prepare in order to build confidence

Be a Good Group Member

- Clarify the group understanding of the task
- Participate in and contribute ideas and details
- Be courteous to each other
- Take notes on the discussion
- Respect others' viewpoints
- Keep an open mind
- Stay involved until the completion of the task

Credit Statement:

Adapted from *Oral Communication Evaluation*, Alberta Education, 1990, p. 4.

English 10

Collaboration and Oral Assessment

Scoring Criteria for **Collaboration**

When marking **Collaboration**, consider the

- student's attitude, as revealed by involvement, responsibility, and focus
- student's skills, as demonstrated by listening and contributing to group discussion
- roles that the student assumes to assist the group process

The student

5	<ul style="list-style-type: none"> • is an effective, responsible group member who initiates action and becomes absorbed in the task • listens actively, contributes effectively, and builds on the ideas of others • assumes leading roles, providing direction, eliciting contributions, clarifying, and evaluating
4	<ul style="list-style-type: none"> • is a hard-working group member who is an active, focused participant • listens closely, contributes constructively, and uses the ideas of others • assumes significant roles, organizing and encouraging others, and clarifying ideas
3	<ul style="list-style-type: none"> • is an attentive, cooperative, contributing group member • listens, respects the ideas of others, and helps the group to make choices • assumes supportive roles, following purposefully but rarely leading
2	<ul style="list-style-type: none"> • is often an observer and may stray from the task • listens initially, but loses focus or restricts focus to personal ideas • assumes supportive roles sporadically
1	<ul style="list-style-type: none"> • is generally uninvolved, and may distract others or create conflict • is so focused on personal views that listening, when attempted, is focused on differences • rarely assumes constructive roles
Ins	<ul style="list-style-type: none"> • makes no attempt to work with other students

Continued

English 10 Collaboration and Oral Assessment
Continued

Scoring Criteria for **Content**

When marking **content**, consider the quality of

- understanding of the resource materials
- ideas that unify the presentation
- support provided by the selection of details

The group

5	<ul style="list-style-type: none"> • reveals a comprehensive understanding • provides specific, carefully chosen details • develops ideas effectively and persuasively
4	<ul style="list-style-type: none"> • reveals a thoughtful understanding • provides well-defined, appropriate details • develops ideas directly and supports them clearly
3	<ul style="list-style-type: none"> • reveals a conventional understanding • provides adequate details • develops relevant ideas and supports them functionally
2	<ul style="list-style-type: none"> • reveals a partial grasp of the issue, but may confuse opinions and facts • provides few details • develops ideas inadequately
1	<ul style="list-style-type: none"> • reveals misunderstanding of thought or details • provides so few details that the main ideas seem unsupported • develops so inadequately that the purpose is unclear
Ins	<ul style="list-style-type: none"> • makes no attempt to complete the assessment

Continued

English 10 Collaboration and Oral Assessment
Continued

Scoring Criteria for Presentation

When marking the **Presentation**, consider the

- effectiveness of language and speaking style
- degree of interest created for the audience
- quality of the student's preparation for the presentation
- quality of the conclusion

The student

- | | |
|----------|--|
| 5 | <ul style="list-style-type: none"> • speaks precisely and skillfully, and uses language, tone, pacing, eye contact, and gestures persuasively and enthusiastically • successfully involves the audience through an imaginative method of presenting ideas, details, and/or visuals • is fully prepared, so that the presentation is effective • concludes effectively, creating the desired effect |
| 4 | <ul style="list-style-type: none"> • speaks clearly and fluently, and uses language, tone, pacing, eye contact, and gestures purposefully • generally involves the audience through a frequently inventive method of presenting ideas, details, and/or visuals • is competently prepared, so that the presentation is made with confidence • concludes effectively |
| 3 | <ul style="list-style-type: none"> • speaks clearly, though perhaps with hesitations, and uses language, tone, eye contact, and gestures to communicate meaningfully • sometimes involves the audience through an occasionally original method of presenting ideas, details, and/or visuals • is adequately prepared, so that the presentation establishes a basic view • concludes adequately |
| 2 | <ul style="list-style-type: none"> • speaks hesitantly, and may use some language or pace that is ineffective for the purpose • rarely involves the audience, due to a frequently unimaginative method of presenting ideas, details, and/or visuals • falters due to flaws in preparation • concludes unclearly |
| 1 | <ul style="list-style-type: none"> • speaks unclearly, so that listeners strain to understand, and uses ineffective language and pace • demonstrates no attempt to involve the audience • is generally unprepared • draws no conclusion |

Ins

- makes no attempt to present

English 10 Oral Assessment

Student Name _____

Collaboration and Oral Assessment

Student Self-Evaluation

Circle the number that **BEST summarizes** your achievement for each category.

“1” means “To a small degree”; “5” means “To a great degree.”

COLLABORATION

How well have I

- | | | | | | |
|--|---|---|---|---|---|
| • taken responsibility to contribute to the group? | 1 | 2 | 3 | 4 | 5 |
| • listened for differences and agreement? | 1 | 2 | 3 | 4 | 5 |
| • shown respect for the ideas of others? | 1 | 2 | 3 | 4 | 5 |
| • kept the focus on developing a presentation? | 1 | 2 | 3 | 4 | 5 |

PRESENTATION

How well have I

- | | | | | | |
|---|---|---|---|---|---|
| • spoken skillfully and used language persuasively? | 1 | 2 | 3 | 4 | 5 |
| • involved the audience through details, gestures, eye contact, and/or visuals? | 1 | 2 | 3 | 4 | 5 |
| • prepared fully my part of the presentation? | 1 | 2 | 3 | 4 | 5 |
| • concluded my part of the presentation? | 1 | 2 | 3 | 4 | 5 |

TOTAL T ÷ 8 =

Collaboration and Oral Assessment***Teacher Evaluation of Individual Presentation***

Using the detailed Scoring Criteria from pages 20 to 22 in the Teacher's Manual to guide your decisions, circle the number that **BEST summarizes** the student's achievement for each category.

"1" means "To a small degree"; "5" means "To a great degree."

COLLABORATION

1 2 3 4 5 x 2 =

When marking COLLABORATION, consider the

- student's attitude, as revealed by involvement, responsibility, and focus
- student's skills, as demonstrated by listening and contributing to group discussion
- roles that the student assumes to assist the group process

CONTENT

1 2 3 4 5 x 2 =

When marking CONTENT, consider the quality of

- understanding shown by the ideas
- ideas that unify the presentation
- support provided by the selection of details

PRESENTATION

1 2 3 4 5 x 2 =

When marking PRESENTATION, consider the

- effectiveness of language and voice
- degree of interest created for the audience
- quality of the student's preparation for the presentation
- quality of the conclusion

Reading Assessment

Reading Assessment

The Reading Assessment component is designed to evaluate the student's skills in reading, thinking, and responding to reading by answering both selected-response and written-response questions.

Instructional/ Assessment Links

Your students should have considerable practice throughout the course in

- reading a variety of literature
- responding to literature in a variety of ways
- using and applying literary terms and concepts
- editing
- applying scoring criteria to their work

Time Required

This assessment will require up to 120 minutes of class time.

Evaluating the Assessment

You will evaluate the student's achievement for this assessment by using the key to the selected-response questions on page 27, and the scoring criteria for the written-response questions on pages 28 and 29.

Be sure that your students are familiar with the scoring criteria that will be used for the final assessment.

Necessary Materials

The students will need a *Readings Booklet*, a *Response Booklet*, an answer sheet, pencils, pens, and an eraser. They may not use any reference materials such as dictionaries, thesauruses, handbooks, etc.

Administering this Assessment

You should use the following guidelines to administer this assessment.

- Explain the purpose of the Reading Assessment to the students.
- Ensure that each student has the necessary materials.
- Read the Information page from the *Response Booklet* with the students.
- Provide adequate time for the students to complete the assessment. No more than two hours is recommended, but provide students with the usual exam-writing conditions.

Marking the Assessment

To mark this assessment, you will need the answer key on page 27 and the scoring criteria on pages 28 and 29.

For the **Selected-Response Questions**, use the answer key.

For the **Written-Response Questions**, review the scoring criteria on pages 28 and 29.

- **Thought and Detail:** Use the scoring criteria for Written-Response Questions One, Two, Three, and Four. Each task may receive up to 5 marks for Thought and Detail.
- **Overall Writing Skills:** Use the scoring criteria to assign an overall mark for the four written-response questions.

Weighting of Scores

This component is worth 35% of the total score of the English 10 assessment.

*English 10**Key to Selected-Response Questions*

- | | | |
|-------|-------|-------|
| 1. A | 18. D | 35. C |
| 2. B | 19. C | 36. C |
| 3. D | 20. A | 37. B |
| 4. B | 21. B | 38. D |
| 5. B | 22. A | 39. C |
| 6. A | 23. C | 40. B |
| 7. D | 24. C | 41. D |
| 8. C | 25. D | 42. B |
| 9. C | 26. A | 43. B |
| 10. D | 27. B | 44. A |
| 11. A | 28. C | 45. B |
| 12. D | 29. D | 46. A |
| 13. C | 30. C | 47. B |
| 14. B | 31. D | 48. C |
| 15. D | 32. C | 49. A |
| 16. A | 33. A | 50. B |
| 17. A | 34. B | |

English 10

Reading Assessment

Scoring Criteria for **Thought And Detail** (Written-Response Questions One, Two, Three and Four)

When marking **Thought and Detail**, consider the extent to which the student

- understands the reading
- clarifies the interpretation with supporting details

The writing exhibits

5	<ul style="list-style-type: none"> • perceptive ideas • significant, precise, and relevant details that enhance the ideas
4	<ul style="list-style-type: none"> • thoughtful ideas • purposeful and relevant details that clarify the ideas
3	<ul style="list-style-type: none"> • straightforward idea(s) • relevant but generalized details that support the ideas
2	<ul style="list-style-type: none"> • overgeneralized idea(s) • few and/or repetitive details, that are vaguely related to the idea(s)
1	<ul style="list-style-type: none"> • incomprehensible idea(s) • imprecise, irrelevant details or no details
Ins	<ul style="list-style-type: none"> • no evidence of an attempt to fulfill the assignment as stated

Continued

English 10 Reading Assessment
Continued

Scoring Criteria for Overall Writing Skills

When marking **Overall Writing Skills**, consider the

- overall control of writing choices and conventions

Overall, the writing exhibits

5	<ul style="list-style-type: none"> • confident control of writing choices and conventions, in spite of minor errors
4	<ul style="list-style-type: none"> • competent control of writing choices and conventions, in spite of minor errors
3	<ul style="list-style-type: none"> • basic control of writing choices and conventions, despite occasional lapses in control and/or the presence of minor errors
2	<ul style="list-style-type: none"> • faltering control of writing choices and conventions, with a range of errors that may be distracting and/or blurs the clarity of communication
1	<ul style="list-style-type: none"> • a lack of control of writing choices and conventions with frequent jarring errors that impede communication
Ins	<ul style="list-style-type: none"> • no evidence of an attempt to fulfill the assignments as stated

Writing Assessment

Reflective Writing

Reflective Writing

The Writing component is designed to evaluate the student's skills in writing, reading and thinking.

Why "Reflective Writing?"

This component requires reflective/personal writing. The assessment developers assumed that your term marks will include considerable writing about literature and its features. As well, the writing in the Reading Assessment component requires more direct discussion of the text. This reflective writing component will result in a more balanced assessment of the student's full range of writing ability.

Instructional/ Assessment Links

Your students should have had considerable practice throughout the course in

- reading a variety of literature
- using literature to stimulate thinking and writing
- writing personal responses
- understanding scoring criteria
- editing and revising their written work

Time Required

The assessment will require up to 80 minutes of class time.

Evaluating the Assessment

You will evaluate the student's writing by using the scoring criteria on pages 32 to 35 of this manual.

Be sure that your students are familiar with the scoring criteria to be used in this final assessment.

Necessary Materials

The students will need the Reflective Writing *Student Booklet*, pens, pencils, and reference materials such as dictionaries, thesauruses, and handbooks.

Word Processing

Students may use word processors if that is how they normally write. Changes made as a result of editing should be made directly on the printout.

Administering the Assessment

Use the following guidelines to administer this assessment.

- Explain the purpose of the Writing Assessment to the students.
- Be sure each student has the necessary materials.
- Read the information page from the *Student Booklet* with the students.
- Provide adequate time for the students to complete the assessment.
- Allow time for students to make corrections on their written work. This may be done during the allotted time or even the next day.
- Remind the students to complete the *Self-Reflection* page. This is worth up to two marks.

Student Self-Reflection

The *Program of Studies* states that students should learn to evaluate ideas, to recognize areas of weakness, to examine precision of diction and stylistic choices, and to examine unity and coherence in their work. By completing the Self-Reflection, students will have this opportunity and be made aware of what is being assessed, and will demonstrate their analytical skills.

Marking the Assessment

Remember that this is first draft writing. To mark this assessment, you will need the scoring criteria for the Writing Assessment on pages 32 to 34. To mark the Self-Reflection use the scoring criteria on page 35.

Weighting of Scores

This component is worth 30% of the total score of the English 10 assessment.

English 10

Writing Assessment

Scoring Criteria for Thoughtfulness

When marking **Thoughtfulness**, consider the

- quality of the ideas
- comprehensiveness, clarity, and relevance of the support

The writing exhibits

5	<ul style="list-style-type: none"> • perceptively explored ideas • comprehensive, specific, and relevant support
4	<ul style="list-style-type: none"> • thoughtfully considered ideas • substantial, carefully chosen, and appropriate support
3	<ul style="list-style-type: none"> • straightforward conventional idea(s) • general, straightforward, and defensible support
2	<ul style="list-style-type: none"> • vague or superficial idea(s) • underdeveloped or repetitious, simplistic assertions
1	<ul style="list-style-type: none"> • irrelevant or unclear idea(s) • unclear, irrelevant, or unsupported assertions
Ins	<ul style="list-style-type: none"> • no evidence of an attempt to fulfill the assignment or the writing is so deficient in length that it is not possible to assess thoughtfulness, effectiveness or correctness

Continued

English 10 Writing Assessment
Continued

Scoring Criteria for **Effectiveness**

When marking **Effectiveness**, consider the

- quality of the organizational structure
- impression created by language use
- writer's voice

The writing exhibits

5	<ul style="list-style-type: none"> • skillful, and/or complex organization • confident, precise and purposeful syntax and diction • a confident voice that may be controlled for effect
4	<ul style="list-style-type: none"> • a well-structured, focused organization • carefully chosen, effective syntax and diction • appropriate and generally effective voice
3	<ul style="list-style-type: none"> • a simple, direct, mechanical organization • clear but general diction; straightforward syntax • an appropriate voice, if present,
2	<ul style="list-style-type: none"> • a faltering or unclear organization • imprecise diction; awkward or unclear syntax • an uncontrolled or inappropriate voice
1	<ul style="list-style-type: none"> • a non-functional or unfocused organization • inaccurate diction; uncontrolled, confusing syntax • a lack of voice
Ins	<ul style="list-style-type: none"> • Ins for Thoughtfulness

Continued

English 10 Writing Assessment
Continued

Scoring Criteria for Correctness

When marking **Correctness**, consider the

- correctness of mechanics, punctuation, grammar, and word usage;
 - correct use of commas and apostrophes
 - correct use of prepositions
 - correct use of subordination and coordination
- proportion of error to length and complexity of the student's response

The writing exhibits

5	<ul style="list-style-type: none"> • confident control of mechanics, punctuation, grammar, and word usage • a relative absence of error, considering the complexity and length of the student's writing
4	<ul style="list-style-type: none"> • competent control of mechanics, punctuation, grammar, and word usage • understandable, minor errors, considering the complexity and length of the writing
3	<ul style="list-style-type: none"> • general control of mechanics, punctuation, grammar, and word usage • occasional lapses in correctness that do not interfere with the meaning
2	<ul style="list-style-type: none"> • limited control of mechanics, punctuation, grammar, and word usage • a range of errors that blur the clarity of meaning
1	<ul style="list-style-type: none"> • a lack of control of mechanics, punctuation, grammar, and word usage • a range of frequent and jarring errors that impede communication
Ins	<ul style="list-style-type: none"> • Ins for Thoughtfulness

Continued

English 10 Writing Assessment
Continued

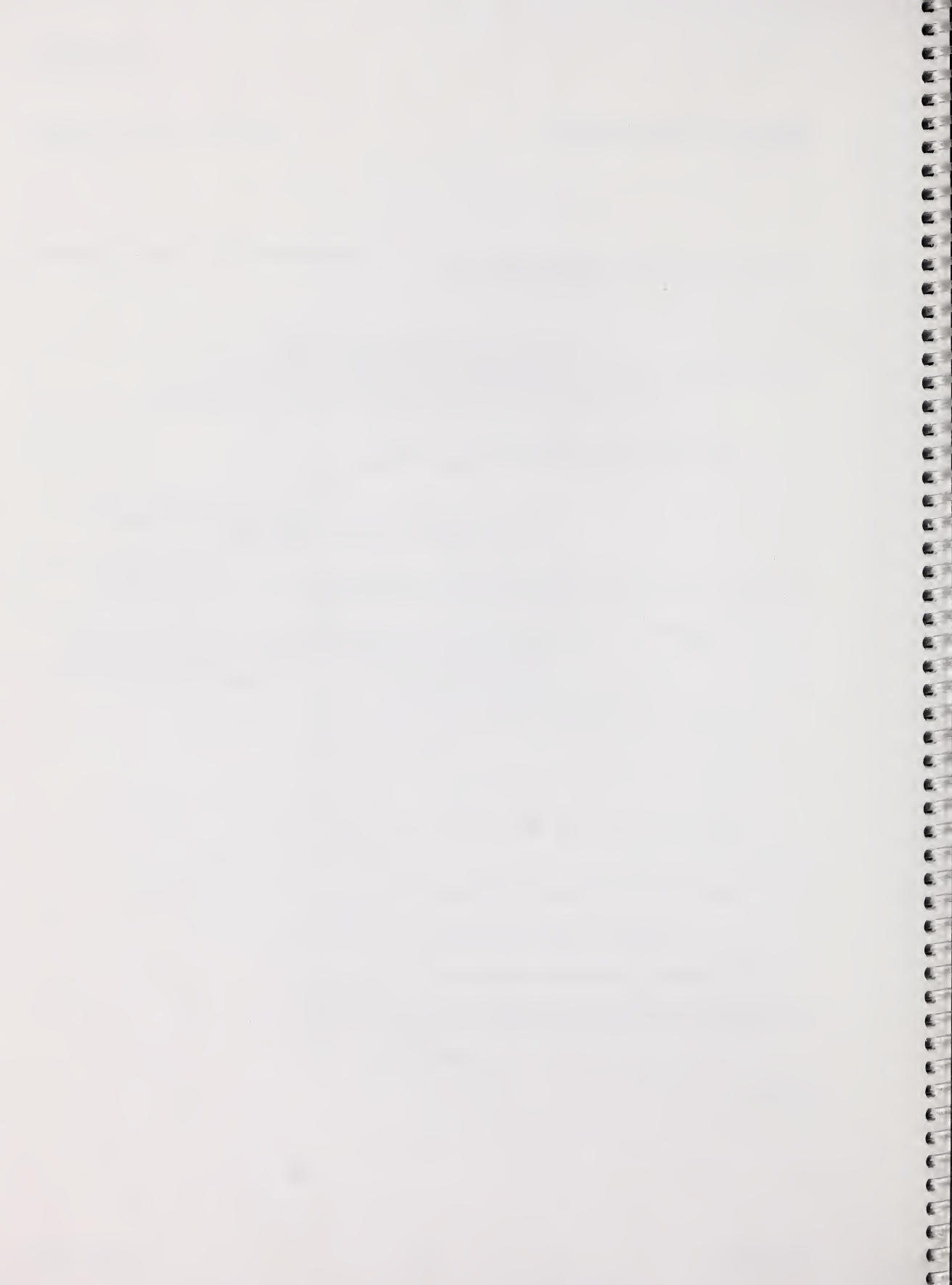
Scoring Criteria for **Self-Reflection**

When marking **Self-Reflection**, consider the

- number of ideas and the analysis of writing skills

The writing exhibits

2	<ul style="list-style-type: none">• two or more ideas that are useful analyses of the impact of writing on readers and/or of writing skills
1	<ul style="list-style-type: none">• one idea that is a useful analysis of the impact of writing on readers and/or of writing skills
Ins	<ul style="list-style-type: none">• a misunderstanding of the assignment or lack of development which provides no useful analysis of writing skills and/or no focus on writing skills and/or no awareness of audience in either of the two statements



Calculating and Recording Student Achievement

- ***Final Scoring of the Assessment***
- ***Class Record Forms***

Final Scoring of the Assessment Package

Scoring criteria for each of the three components in the assessment package are provided with the teacher instructions. All scores are to be determined in relation to these criteria.

Assessment Standards

The standards set out here are the result of many consultations with the English 10 teachers who worked on the project—those who contributed to development, those who selected samples of students' work, those who served on review and advisory committees, and those who helped with field testing, or pilot testing. English 10 teachers expect that under usual conditions for teaching and learning almost all children will demonstrate acceptable work overall, and that "acceptable" work is competent and respectable work for children at the end of an English 10 program. For details regarding "Acceptable" and "Excellent" standards, refer to the statements of standards beginning on page 10.

Not Yet At Acceptable Standard	Acceptable Standard	Standard of Excellence
0–49%	50–79%	80% or greater

Calculating and Recording Scores

A *Class Record Form* for each component and for the assessment package has been designed to assist you in calculating and recording each student's performance. You may want to use these forms or your own recording system.

In English 10, the components are weighted as follows:

Collaboration and Oral	35%
Reading	35%
Writing	30%

For each student, calculate a total score for each component by using the class record form for each component.

For example, if a student scores 25 out of 35 on the Collaboration and Oral component, the total % would be $25/35 \times 100\% = 71\%$. To arrive at the weighting of 35%, the total would be $71 \times .35 = 25$. Record 25 on both the *Oral Assessment Class Record Form* and the *Assessment Summary Form*.

If the same student scores 55 out of 75 on the Reading component, the total % would be $55/75 \times 100\% = 73\%$. To arrive at the weighting of 35%, the total would be $73 \times .35 = 26$. Record 26 on both the *Reading Assessment Class Record Form* and the *Assessment Summary Form*.

If the same student scores 25 out of 32 on the Writing component, the total % would be $25/32 \times 100\% = 78\%$. To arrive at the weighting of 30%, the total would be $78 \times .30 = 23$. Record 23 on the *Writing Assessment Class Record Form* and the *Assessment Summary Form*.

Calculate the student's overall performance by adding the three totals that you recorded on the *Assessment Summary Form*; e.g., $25 + 26 + 23 = 74\%$. Record this total on the *Assessment Summary Form*.

A student with a total percentage score of 50%, would be reported as achieving the *Acceptable Standard*, or approaching the *Standard of Excellence* as the score nears 80%. A student with a total percentage score of 80% or higher would be reported as achieving the *Standard of Excellence*.

[illegible]

Writing Assessment Class Record Form

Student Names	Thoughtfulness (2 × 5)	Effectiveness (2 × 5)	Correctness (2 × 5)	Self- Reflection (2)	Total (32)	Total as % T	Weighting 30% T × .30

English 10

Assessment Summary Form

Student Names	Collaboration and Oral Weighted Mark (35)	Reading Weighted Mark (35)	Writing Weighted Mark (30)	Total Marks (100%)	Standard*

*The standard for this assessment package is to be calculated as follows.

Not Yet at Acceptable Standard (Ns)	Acceptable Standard (Ac)	Standard of Excellence (Ex)
0-49%	50-79%	80% or greater

Refer to pages 10 to 12 for a complete description of assessment standards.





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